DOCUMENT RESUME

ED 184 214 EA 012 526

AUTHOR Andes, John; Martin, James A.
TITLE Follow-Up Study of Department of Education Administration Student Output from 1975 to 1979.
INSTITUTION West Virginia Univ., Morgantown. Dept. of Educational Administration.
PUB DATE 79
NOTE 38p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Curriculum Evaluation; *Educational Administration; Educational Quality; *Employer Attitudes; Higher Education; *Program Evaluation; Questionnaires; *Schools of Education; *Student Attitudes; Tables (Data)
IDENTIFIERS *West Virginia University

ABSTRACT

This study is an evaluation of the educational administration department at West Virginia University. A questionnaire used in a 1975 study was revised and sent to the same departmental graduates and also to their employers. Specific indicators of graduate education quality and relevance were used as was an analysis of the content and instruction of each course offered by the department. One result showed that Certificate of Advanced Studies and Doctor of Education program graduates were very satisfied with the department, primarily in content and instruction of advanced graduate and doctoral courses, program and dissertation advisement, program requirements and faculty availability. A recommendation was made that, when the next follow-up study is conducted, a separate questionnaire be developed and sent to the county school district superintendents for their evaluation of department graduates. A copy of the questionnaire used is included. (Author/LD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED184214

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FOLLOW-UP STUDY OF DEPARTMENT OF EDUCATION ADMINISTRATION STUDENT OUTPUT FROM 1975 TO 1979

by

John Andes, Professor
James A. Martin, Professor, Chairman

Department of Education Administration

College of Human Resources and Education

West Virginia University

Fall 1979

EA 012 526

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Andes

J Martin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Follow-up Study of Department of Education Administration
Student Output from 1975 to 1979

The quality of curriculum, instruction, and graduates should be of prime concern to higher education faculty, administrators and board members. In an era of declining or stablizing enrollments, tight fiscal resources and formula funding the use of quanatitive data has become preeminent. Without denying the necessity of quanatitive data, this study is designed to secure and highlight qualitative data.

The authors conducted a similar study covering the years between 1970 and 1975. The results of that study were published and distributed. Changes were made in the 1975 questionnaire in order to secure additional usable data.

Historical Development

Education Administration became a department in 1968 as part of the creation of the College of Human Resources and Education. Prior to 1968 the eight faculty members who taught courses in education administration were part of the elementary or secondary education units. Most taught courses in teacher education as well as administrator education. In 1969 the college and department moved to a new facility on the Evansdale Campus. 1970. Five full-time faculty members comprised the faculty in 1970. The dates of initial full-time employment at W.V.U. were 1960, 1963, 1967, 1969, and 1970. Their terminal degrees were awarded by five institutions: University of California at Berkeley, University of Florida, University of Tennessee, University of Virginia and West Virginia University.

Six degree programs were provided:

TABLE 1
1970 Degree Programs

Degree	Program	Education Administration Hours Required
MA	Elementary Principal	9 hours
MA	Secondary Principal	9 hours
MS	Special Supervisor of Instruction	6 hours
MA	General Supervisor of Instruction	6 hours
CAS	School Superintendent	21-24 hours (including MA)
EdD	Education Administration	24 hours

Twenty-eight education administration courses were listed in the catalog. Four were not being taught and sixteen were field experience, practicum or research courses. This meant that only eight content courses were being taught.

1975. The same five faculty members were present in 1975 and no additional faculty were added.

Changes had been made in courses and degree program requirements. The 1975 status is shown in Table 2.

TABLE 2
1975 Degree Programs

Degree	Program	Education Administration Hours Required
MA	Principalship	18 hours
MA	Supervision: General	9 hours
MA	Supervision: Special	9 hours
CAS	Superintendency	21-24 hours
EdD	Education Administration: Public School	24 hours
EdD	Education Administration Higher Education	24 hours

The principalship programs were combined and new courses were developed and approved. Courses in higher education administration were added, an emphasis developed and graduates were produced.

In addition to the degree program students, thirty to forty-five percent of the students admitted were classified as special students. These students had received a masters' degree in education administration or other fields and were working on their administrative certification.

Thirty-two courses were listed in the catalog, including thirteen new courses and three major course revisions. Two courses were listed which were not taught during the five year period. Nine of the courses listed in the catalog were practicum, field experience or research type courses. Twenty-four of the courses were content courses.

Student course registration declined slightly between 1970 and 1975 on the Morgantown Campus with a total of 3,936 registrations and an average of 787.2. Off-campus student course registrations during the same period increased from 48 to 332 with 883 total registrations and an average of 176.6. Four hundred seventy-five of the off-campus registrations were taught by the resident Morgantown Faculty with an annual average of 95. The other courses were taught by practicing public school administrators. The off-campus courses at the end of the period were taught at five, Board of Regents approved, centers in the northern 33 counties of West Virginia. Courses were also offered during the period at Kanawha Valley Graduate Center which became an independent institution: College of Graduate Studies. That data was not included.

The department of education administration during that period of change contined to produce graduates and program completions. The annual patterns are shown in Table 4. The MA, CAS, and EDD figures represent

degree recipients. The special column represents non-degree certification completions.

TABLE 4
Program Completions 1970-75

MA	CAS	Special*	EDD
463	2	459	28

* Administrative certificates awarded to non-MA graduates.

The program completions showed an increase in Masters graduates between 1970 and 1975 while the Special or Certification students declined throughout the five year time frame. The admissions pattern by the department for the same period shows a consistent ratio between all graduate options indicating a higher completion rate by degree students.

1979. Seven full-time resident faculty comprise the department at the time of this study. One of the original five has been promoted to Assistant Dean of the College of Human Resources and Education. Three new faculty members were added in the Fall of 1975. They received their terminal degrees from: Ohio State University, Texas A&M University and West Virginia University. Six administrators at West Virginia University began to teach courses in the higher education emphasis. They teach one or two courses in their area of administration. The degree programs have undergone significant change. The state of West Virginia adopted competency based certification and all public school courses and programs were changed to reflect the new standards. The degree program requirements are shown in Table 5:

TABLE 5
1979-80 Degree Programs

Degree	Program	Ed. Adm. Hours
MA	Principalship (Elementary of Secondary)	24
MA	Supervision: Special	18
MA	Supervision: General	18
MA	Extension, Continuing Education	18
MA	Non Certification	18
CAS	Superintendency	18
Ed.D.	Education Administration: Public School	24-36
Ed.D.	Education Administration: Higher Education	24-36

New MA emphases in extension and continuing education and non-certification were added to meet student needs. The CAS emphases in higher education was added to meet the needs of higher education faculty and administration who already had a terminal degree but wished to pursue post-doctoral work.

Forty-five approved courses are described in the catalog. These include twelve new courses and six major course revisions. Three courses were dropped. Twelve of the courses are internships, field experience, practicum, special topic or research. All courses were taught during the five year period.

Morgantown and off-campus student course registrations have stabilized. The data are presented in Table 6.

TABLE 6

Student Course Registrations - 1974-79

Year	Morgantown	Off-Campus	Total
1974-75	880	332	1,212
1975-76	776	585	1,361
1976-77	727	587	1,314
1977-78	854	459	1,313
1978-79	829	523	1,352
Total	4,066	2,486	6,552
Previous 5 year Total	3,936	883	4,819

Degree completions also stabilized during this period. The number of degrees granted by each year included in the study are presented in Table 7.

TABLE 7

Education Administration Degrees Granted 1974-79

Year	MA	CAS	EdD	Total
1974-75	79	2	5	86
1975-76	77	1	8	86
1976-77	73	2	2	77
1977-78	84	1	5	90
1978-79	82	1	5	88
Total	395	7	25	427
Previous 5 Year Total	463*	2	28	493*

*includes MA degrees granted for work at Kanawha Valley Graduate Center, now an independent institution: College of Graduate Studies, as data could not be separated.

Research Design and Procedures

The 1975 questionnaire was submitted to the education administration faculty for recommendations. The 1975 data were analyzed. Using both sources of information the 1975 instrument was revised and field tested in a graduate class. With minor revisions it was prepared and sent to the departmental graduates and certifications. All CAS and EdD graduates from 1974-79 were included in the study. For cost reasons one hundred MA and Special (certification) recipients from 1974-1979 were chosen using a table of random numbers. A second mailing was not used as the current expense budget of the department was exhausted. See Appendix for questionnaire.

TABLE 8

1975 Population, Sample, Returns

Population		Sample	Returns	Percent Return
EdD	25	25	16	64.00
CAS	7	7	4	57.14
MA	395	100	32	32.00
Special	328	100	34	34.00
Total	755	232	86	37.07
Returns Incorrect Address			27	11.64

The returns for CAS and EdD graduates were excellent, while the MA and Special (certification)returns were marginal. Therefore, all data will be presented by type of program completion. The data were analyzed by sex and date of last degree and were found to be representative of the population.

TABLE 9

.Sex of Respondents by Degree Received

Sex	MA	CAS	Ed.D	Special	Total
Male	21	4	15	22	62
Female	11	0	1	12	24

TABLE 10

Date of W. Va. Degree by Degree Received

Date		MA	CAS	Special	Ed.D
Pre	75	0	0	33	0
	75	4	1	1	5
	76	8	1	0	4
	77	8	1	0	2
	78	6	0	0	3
	79	6	1	0	2

Care should be taken when analyzing the special student returns as part of their coursework (MA degree) was taken during a period preceeding the study. Little of this work would have been in education administration however. One significant change between 1975 to 1979 was in the percent of female returns. The previous study included 19.12 percent female returns, while the 1979 study included 27.91 percent female returns. This reflected a change in departmental admission. The percentage of females admitted into the department should reach forty percent by 1984.

Educational Background

The earlier study of graduates and two supply and demand studies by the authors indicated a similar educational pattern. This study

(Table 11) reinforces the pattern. Most education administration graduates received their BA degree from a state college in West Virginia, received an MA from W.V.U., and continued further graduate study at W.V.U. Those data were displayed in Table 11.

TABLE 11

Institutions from Which Graduates Have Received Degrees by Degree Received

	MA	CAS			Special				Ed.D.	
Location of Previous Degrees	BA	BA	MA	Ed.D.	BA	MA	CAS	Ed.D	BA	MA
WVU	4	0	3	1	10	26	1	2	2	7
Instate	24	3	0	0	16	1	0	0	5	3
Out of State	4	1	1	0	8	7	0	1	9	6

Special note should be made of the three students with earned doctoral degrees who worked on certification as special students and the one student with an earned doctoral degree who received the CAS. Doctoral students were more likely to have higher education work out of West Virginia than any other classification.

TABLE 12

Years From Bachelors Degree to Masters by Degree Received

	MA	CAS	Special	Ed.D
1-5	12	4	15	14
6-10	16	0	9	0
11-15	1	0	3	0
16-20	0	0	1	1
20+	1	0	0	0
Not stated	2	0	6	1

The data in Table 12 indicate that most students will complete their MA degree within five years of receiving their bachelors. Advanced graduate students are more likely to continue their education with minor interruption. The part-time nature of most MA and Special programs was clearly shown in the 1-10 year period reported by 70 of the 77 graduates reporting.

The same pattern was reflected in the years from MA to EdD (Table 13). There is a pattern of work and study, with part-time study for most of the time. Most doctoral graduates completed their doctoral requirements within five to six years of admissions to the program.

TABLE 13

	Years from MA to EdD
0-5	6
6-10	7
11-15	2
Not Stated	1

Most graduate students (44 of 85 reporting) had taken graduate work at another institution. This was significantly higher for advanced graduate students than MA students. Advanced graduates rated W.V.U.'s education administration courses as superior to other education administration courses they had taken.

TABLE 14

Graduate Courses Taken At Other University by Degree Received

Graduate Course taken at other University	MA	CAS	SPECIAL	EdD
YES	9	2	10	14
NO	22	2	15	2

If Yes how does Education Administration at W.V.U. compare in quality of work on 7 point scale.

(1 = Deficient in all areas 7 = Superior in all areas)

	MA	CAS	SPECIAL	EdD
Mean	5.71	6.0	5.06	5.54

Professional Status

Graduates had one to eighteen years of experience in their current positions. Sixty-nine were in one of their first four years in the position.

TABLE 15

Years in Current Position by Degree Received

Years in Current Position	MA	CAS	SPECIAL	EdD
1	6	0	6	5
2	5	2	6	4
3	7	1	7	3
4	8	1	8	0
5	1	0	1	3
6	1	0	1	0
7	0	0	0	0
8	3	0	2	0
9	0	0	0	0
10	1	0	1	0
10+	2	0	2	1
Avg.	4.24	2.75	4.06	3.06

The mean years in the position had declined by more than one year for advanced graduate students, while the mean years had increased from 3.0 to 4.24 for Masters graduates when compared to the previous follow-up study.

The value, in economic terms, of advanced graduate study could be seen in Tables 16 and 17. Advanced graduates had higher annual salaries and longer contract terms.

TABLE 16

1978-1979 Annual Salary by Degree Received

Current Annual Salary	MA	CAS	SPECIAL	EdD
Less than 12,000	3	0	0	0
12,000-14,999	11	0	3	1
15,000-16,999	7	0	8	0
17,000-18,999	7	0	6	5
19,000-20,999	2	0	3	2
21,000-22,999	2	2	6	1
23,000-24,999	0	1	2	2
25,000-26,999	0	0	3	1
27,000-28,999	0	0	1	1
29,000-30,999	0	1	1	1
21,000-32,999	0	0	1	0
33,000-up	0	0	0	1
Not Reported	0	0	0	1

TABLE 17

1978-1979 Contract Period by Degree Received

Contract Period	[illegible]	CAS	SPECIAL	EdD
12 Months	10	4	17	11
10 Months	13	0	8	3
Other	9	0	9	2

Advanced graduate students were more likely to have had a higher salary amd were more likely to have had a twelve month contract. Master's graduates averaged over $15,000; Special graduates averaged about $21,000; CAS graduates average over $24,000 and doctoral graduates averaged over $22,000.

Program Quality

Program quality was examined in four ways: overall satisfaction; course content and instruction; program components and performance evaluation by superiors.

Overall Satisfaction

Graduates were asked to rate their satisfactions with each program they had completed at W.V.U. The result were reported in Table 18.

TABLE 18

Extent of Satisfaction With
W.V.U. Education Administration Programs
by Degree Received

Degree Received	Program					
	MA	Principal Cert.	Supervision Cert.	Supt. Cert.	CAS	EdD
MA	4.31*					
CAS	4.0	4.67		5.0	5.0	
SPECIAL	4.18	4.39	3.75	4.55		
EdD						4.88

*5 very satisfied
4 moderately satisfied
3 neutral
2 moderately dissatisfied
1 very dissatisfied

Doctoral and CAS students were the most satisfied with their programs. Special students were more satisfied with their principal and superintnedent's program and less satisfied with their M.A. and supervision programs. The lower ratings of the MA program by CAS and Special graduates reflects the pre-1974 MA program, rather than the 1974-77 or past-1977 programs.

Tables 19 and 20 should be read and interpreted as a unit. Table 19 showed the number of graduates who had taken each of the departmental courses. This should be considered when interpreting the evaluation scores in Table 20, since the score in Table 20 may reflect only one or two students. Different scales were used in Table 20 for content and insturction in order to require the respondents to think about their response and not simply use the same number each time.

Most of the MA and Special students responding in 1979 had taken the pre-1977 principalship program which required 300, 320, and 331 and provided Ed. Ad. 330, 333, 401, and 403 as major electives. The spread of courses taken in the EdD and CAS program reflected the mixture of public and higher education graduates.

Special students were the least satisfied with program content and insturction, followed closely by MA graduates. This may have reflected the structured (for certification) program requirements which offered little or no choice of courses and the resultant formality of advisement. CAS graduates were the most satisfied, closely followed by EdD graduates.

Course Content

For analysis of the content evaluation the authors used 2.25 on a 3.00 scale as indicating "low satisfaction" and 2.75 as indicating "high satisfaction". The following courses were rated "high satisfaction"

TABLE 19
Education Administration Courses Taken By Degree Received

Course Title	Number of Respondents MA N=32	CAS N=4	SPEC N=34	EdD N=16
300 Public Sch. Org. and Admin. (339)	28	2	30	7
318 School Business Admin. (340)	3	3	13	6
320 Personnel Admin.	26	4	28	7
330 Principles of Ed. Leadership	28	3	19	10
331 Principles of Supervision(346)	29	3	31	6
333 School Law	16	1	14	7
352 PROFESSIONALISM In Extension Service	3		1	
353 Community Ed.: Adm. and Org.	2			
354 Leadership Development for Youth Programs	3			
388 Research-Evaluation-Assessment	4	1	5	2
389 School-Comm. Relations.	1	1	5	2
401 Principalship (312)	20	3	19	3
402 Superintendency (315)		2	6	5
403 Ed. Adm. Theory (332)	24		9	12
404 Economics of Pub. Ed.			1	
405 Adm. of Ed. Facilities (341)	2	4	9	5
406 Pub. Ed. and the Law		1	7	3
407 Collective Bargaining in Public Ed.			1	1
408 Organizational Analysis (480)	2		1	9
409 Politics of Ed.	1			3
459 Adult and Continuing Ed.		1		
460 Dev. of Ad. in Am. Higher Ed.		1		4
461 Higher Ed. Law	2			7
462 Higher Ed. Law	2	1		4
463 Higher E. Finance	2			3
464 Issues in Higher Ed.				4
465 Institutional Research and Planning	1		1	5
466 The College Student	1			1
467 Higher Ed. Coll. Barg.				2
468 Comm. and Jr. Colleges	1	1		4
469 Higher Ed. Internship	2	1		4
470 Principal Planned Field-Based Experience (350)	1		1	
471 Supervisor Planned Field-Based Experience (350)			1	
472 Supt. Planned Field-Based Experience (350)				1

TABLE 20
Evaluation of Education Administration Courses by Degree Received

Course Title	MEAN SCORES							
	Content*				Instruction**			
	MA	CAS	SPEC	EDD	MA	CAS	SPEC	EDD
300 Public Sch. Org. and Admin.	2.64	2.33	2.79	2.71	4.00	3.67	4.30	4.00
318 School Business Admin.	2.67	3.00	2.62	2.50	3.67	4.33	4.00	4.33
320 Personnel Admin.	2.19	3.00	2.77	2.57	3.23	4.75	3.63	3.57
330 Principles of Ed. Leadership	2.93	2.67	2.89	2.88	4.64	4.67	4.39	4.60
331 Principles of Supervision	2.21	2.33	2.52	2.17	3.21	3.67	3.43	3.50
333 School Law	2.81	3.00	3.00	2.86	4.56	5.00	4.71	4.57
352 Professionalism in Extension Service	2.67		3.00		3.33		4.00	
353 Community Ed.: Adm. & Org.	2.50				3.50			
354 Leadership Development for Youth Programs	3.00				4.50			
388 Research-Evaluation-Assessment	2.00	2.50	1.80	3.00	3.75	4.00	2.60	4.50
389 School-Comm. Relations	3.00	3.00	2.25	2.00	4.00	5.00	3.80	3.50
401 Principalship	2.45	3.00	2.42	2.67	3.60	5.00	5.00	5.00
402 Superintendency		3.00	2.83	3.00		5.00	5.00	5.00
403 Ed. Adm. Theory	2.67		2.67	2.92	4.29		4.56	4.58
404 Economics of Pub. Ed.			3.00				5.00	
405 Adm. of Ed. Facilities	3.00	3.00	2.36	2.40	5.00	4.75	4.11	3.60
406 Pub. Ed. and the Law		3.00	2.86	3.00		5.00	4.43	4.67
407 Collective Bargaining in Public Education			3.00	2.00			5.00	5.00
408 Organizational Analysis	3.00		3.00	2.89	5.00		5.00	4.67
409 Politics of Ed.	3.00			2.33	5.00			4.00
459 Adult and Continuing Ed.		3.00				5.00		
460 Deve. of Ad. in Am. Higher Ed.				2.50				4.20
461 Higher Ed. Adm.	3.00		2.67	3.00				4.14
462 Higher Ed. Law	3.00	3.00		3.00	5.00	5.00		5.00
463 Higher Ed. Finance	2.50			2.67	5.00			3.67
464 Issues in Higher Ed.				1.67				3.75
465 Institutional Research and Planning	3.00		1.00	2.20	5.00		3.00	3.20
466 The College Student	3.00			2.00	5.00			4.00
467 Higher Ed. Coll. Barg.				2.50				5.00
468 Comm. and Jr. Colleges	3.00	3.00		2.75	5.00	5.00		4.75
469 Higher Ed. Internship	3.00	3.00		3.00	4.50	5.00		4.75
470 Principal Planned Field-Based Experience	3.00		2.00		4.00		4.00	
471 Supervisor Planned Field-Based Experience			3.00				4.33	
472 Supt. Planned Field-Based Experience				3.00				5.00

*Scale: 3 Good
2 Fair
1 Poor

**Scale 5 Superior
4 Above Average
3 Average
2 Below Average
1 Inferior

on content by at least (3) three of the (4) four groups or by all groups rating when less than four scores:

EdA 330 Principles of Education Leadership
EdA 333 School Law
EdA 354 Leadership Development for Youth Programs
EdA 402 Superintendency
EdA 404 Economics of Public Education
EdA 405 Public Education and the Law
EdA 408 Organizational Analysis
EdA 459 Adult and Continuing Education
EdA 462 Higher Education Law
EdA 468 Community and Junior Colleges
EdA 469 Higher Education Internship
EdA 471 Supervisor Planned Field-Based Experience
EdA 472 Superintendent Planned Field-Based Experience

The following courses received a rating indicating "low satisfaction" by at least two groups or by all groups rating:

EdA 331 Principles of Supervision
EdA 388 Research-Evaluation-Assessment
EdA 389 School-Community Relations
EdA 464 Issues in Higher Education
EdA 465 Institutional Research and Planning

The following courses were rated as "high satisfaction" on instruction by at least three of the four groups or by all groups rating when less than four groups. 4.5 on a 5.0 scale or higher was used by the author to indicate high satisfaction:

EdA 330 Principles of Education Leadership
EdA 333 School Law
EdA 354 Leadership Development for Youth Programs
EdA 402 Superintendency
EdA 404 Economics of Public Education
EdA 407 Collective Bargaining in Public Education
EdA 408 Organizational Analysis
EdA 459 Adult and Continuing Education
EdA 462 Higher Education Law
EdA 467 Higher Education Collective Bargaining
EdA 468 Community and Junior Colleges
EdA 469 Higher Education Internship
EdA 472 Superintendent Planned Field-Based Experience

The following courses were rated "low satisfaction" on instruction by at least two of the four groups rating when less than four groups. 3.25 on a 5.0 scale or lower was used by the authors to indicate low satisfaction:

EdA 465 Institutional Research and Planning

Program Components

The fourth area of evaluation by the graduates was the program components. Eighteen components of graduate programs were selected for inclusion in the questionnaire and the graduates were asked to rate each using a five point scale (Table 21).

M.A. graduates were the least satisfied with the program components (lowest of the four groups on 10 of 15 items). CAS graduates were the most satisfied with the program components (highest of the four groups on 15 of 18 items). MA and Special students rated admission procedures low. The procedure was very routinized for MA and Special students with automatic admission or rejection by the department chairman based on grade point average, with appeal available for these who were rejected. Since the respondents all had graduated they abviously had not been rejected. Program advisement was rated low by the MA graduates. This probably rejected the standardized-CAS program which rpovided electives in education administration.

All four groups were very positive relative to the quality of faculty and courses in the education administration department. For MA and Special students they were less satisfied with the quality and courses in education outside of the education administration department their evaluation usually was restricted to five specific courses in the three departments which were quired for certification programs.

TABLE 21
Quality of Program Components* by Degree Received

Components	MA	CAS	SPEC	EdD
a. Admission procedures	3.81	5.00	3.88	4.25
b. Admission requirements	4.00	5.00	4.21	4.44
c. Program advisement by Education Admin. Faculty	3.94	5.00	4.32	4.94
d. Quality of courses in Education Administration	4.29	5.00	4.24	4.40
e. Quality of courses outside Ed. Ad. in Education	3.23	3.67	3.42	3.63
f. Quality of courses outside of Education	3.66	4.00	3.63	4.07
g. Quality of faculty in Education Administration	4.26	5.00	4.18	4.50
h. Quality of faculty outside of Ed. Ad. in Education	3.41	4.00	3.69	3.67
i. Quality of faculty outside Education	3.69	4.67	3.58	3.87
j. Relevance of courses in Ed. Ad.	4.03	5.00	4.06	4.75
k. Availability of faculty in Education Administration	4.16	5.00	4.36	4.75
l. Availability of Lib. resources	3.47	3.67	3.79	4.00
m. Requirements for graduation	4.00	4.75	4.03	4.63
n. Quality of off-campus courses	4.07	4.67	4.08	4.00
o. Availability of off-campus courses	3.86	4.5	3.46	3.17
p. Quality of placement assistance	3.31	5.00	2.95	2.90
q. Dissertation advisement by Ed. Ad. Faculty	X	4.5	X	4.88
r. Comprehensive examination	X	4.75	X	4.63

* Mean of scores using following Scale:

5 very satisfied
4 moderately satisfied
3 neutral
2 moderately dissatisfied
1 very dissatisfied

The highly individualized programs characteristic, see Table 21 of CAS and EdD students required more faculty time, which these graduates felt the faculty provided. Faculty availability was documented by the high ratings for dissertation advisement provided to both groups of graduates.

All four groups were less than satisfied with the library resoures available. This low rating was received by the Morgantown library as well as the five extension centers. Special and EdD graduates were dissatisfied and MA graduates only slightly satisfied with the quality of placement assistance.

The final area of evaluation was a performance rating by the immediate superior of the graduates (TAble 22). Respondents were asked to give a personal evaluation form (on a separate page of the questionnaire) to their immediate superior who was asked to complete it and return it directly to the researchers. Fifty-three of the Fifty-seven completed evaluations (92.98 per cent) rated the graduates performance averaging the very best or excellent (top 25 percent). The other four received ratings in the middle fifty percent.

TABLE 22

Performance Rating of Graduates by Superior

Number	
29	I consider the person's performance to be among the very best when compared with others in similar positions.
24	I consider the person's performance to be excellent (Top 25%) when compared with others in similar positions.
3	I consider the person's performance to be good (Second 25%) when compared with others in similar positions.
1	I consider the person's performance to be average (Third 25%) when compared with others in similar positions.
0	I consider the person's performance to be average (Third 25%) when compared with others in similar positions.
12	No Rating - still in classroom
69	Total Evaluations Returned

Narrative Comments

Several questions provided an opportunity for the graduates or the organizational superior of the graduate to respond with narrative comments. These comments were summarized in four categories: Maintain comments, add/change comments, summative comments and performance evaluation comments.

The maintain comments that were made by more than one graduate (in order of frequency) are:

MAINTAIN COMMENTS

1. Field experience
2. Simulations
3. Education leadership
4. Easy access to faculty
5. Individualized approach
6. Quality
7. Off-campus centers
8. Internship
9. Statistics
10. Computer Science
11. Excellent faculty
12. Advisement
13. Courses in foundation
14. Extension simulations

A more extensive list of Add/Change comments was made. Those made by more than one person were:

ADD/CHANGE COMMENTS

1. Add practical course in finance (business administration)
2. More practical less theory
3. Add second school law course
4. Add computer science in Education Administration
5. Add research in administartion at Master's level
6. More off-campus courses
7. Add course in Public Relations
8. Add federal program course
9. Add ethics course
10. Instructor teach more/less group work
11. Add seminar for interaction
12. Add internship for full year for all students
13. Add second course in staff personnel development
14. Add daytime courses
15. Add course on teacher evaluation and dismissal
16. Visitation to schools
17. More theory, less practical
18. Tighten comprehensive examinations
19. Add field experience
20. Expand library for off-campus
21. Drop foundations

Comments 1, 3, 5, 6, 7, 15, 16, 19, 20 have been implemented by the department during the past five years and apparently the graduates are not aware of them. Item 2 and 17 are the exact opposite. Item 4 was under consideration by the department in 1979. Item 9 was being developed by a professor.

The selected summative are highly individualistic and were presented for information in Appendix 3.

Of major value were the performance evaluation comments by the immediate superior of the graduate. More superiors made no narrative comments on the evaluation form. Listed below were the few specific comments superiors made on performance:

The graduate program seemed to help this individual mature and to identify critical issues.

Interpersonal staff relationships excellent. Financial background excellent. Organization and Planning excellent.

_____ has performed in excellent fashion. We believe that this is partly due to the fine preparation that she received at your institution. We hope that she will continue her formal education at WVU, continue to sharpen her skills and eventually attain her terminal degree.

No one gives more breadth and depth to his role than_____. He gives careful attention to curriculum, finance, community relations, staff and student relations, and buildings and grounds.

Very knowledgeable about high ed. Hard worker, cooperative, seasoning is proving to be an asset.

In consideration of _____ performance, I must attribute his success to the background and preparation attained through his course of studies while attending West Virginia University.

Findings

1. Education Administration was an active, aggressive department between 1975 and 1979 in regard to curriculum (courses and programs). Two major program revisions in the principalship and supervision of instruction had been completed between 1975 and 1979. New programs in extension and continuing education, 18-18 non-certification program and higher education administration had been implemented. Off-campus courses and programs have been implemented. Only six courses had maintained the same title between 1970 and 1979 and the content of those had changed.

2. The student body was large and stable numerically. Almost all were part-time students who took 3-6 hours per registration. Enrollees were

primarily West Virginia by experience and education.

3. The five years between 1975 and 1979 saw a significant increase in the percentage of female graduates (19.12 to 27.91 percent of total numbers graduates).

4. The CAS and EdD program graduates could be described as very satisfied with the department. They expressed strong satisfaction with: content and instruction of advanced graduate and doctoral courses; program and dissertation advisement, program requirements and faculty availability. Among the areas where less satisfaction was expressed were: placement services, library resource availability, off-campus course availability, quality of faculty in HR&E outside of education administration and their MA program.

5. Special program completions were satisfied with program advisement and the principal and supervisor programs. They were less satisfied with the following: MA program, supervisor's program; content and instruction in specific courses; admissions procedures; faculty and courses in HR&E outside of education administration; library availability; placement services and off-campus course availability.

6. MA graduates could be described as moderately satisfied. Their high satisfaction areas included: availability of education administration faculty, high quality of education administration courses and faculty. In all other areas, they were less than enthusiastic.

7. In 1979 eleven courses received high satisfaction rating in both content and instruction:

EdA 300 Public School Organization and Administration
EdA 333 School Law
EdA 354 Leadership Development for Youth Programs
EdA 402 Superintendency
EdA 404 Economics of Public Education
EdA 408 Organizational Analysis
EdA 459 Adult and Continuing Education
EdA 462 Higher Education Law
EdA 468 Community and Junior Colleges
EdA 469 Higher Education Internship
EdA 472 Superintendent Planned Field-Based Experience

8. Only one course received a low satisfaction in both content and instruction: EdA 465 Institutional Research and Planning

9. Library resources and availability were frequently cited as poor. This should improve with the libraries being established in each center and the new library on the Evansdale Campus in Morgantown.

10. The quality of placement assistance was rated very low.

11. The availability of off-campus courses was rated low. The current policy was for all MA courses to be offered at each center on, at least, a three year cycle. Only limited advanced graduate courses were provided off-campus.

12. Recommendations form the 1970-75 study had been implemented with the new courses in field experiences (three), school law for the building level, community relations, assistance in doctoral research and writing. The recommendations for a course in curriculum development for administration has not been met based on the graduate responses.

13. The rating and comments on the performance of the graduates by their immediate superior could best be described as very positive.

Recommendations:

1. When the next follow-up study is conducted, a separate questionnaire should be developed and sent to the county school district superintendents for their evaluation of department graduates. The use of names must be eliminated from the questionnaire. That should increase response rates.
2. The perceived quality of course content and instruction was high. Care should be exercised to strengthen the indicated points of weakness while enhancing the points of strength. This would include continual revision and updating of all courses.
3. Any significant increase in the number of students or department mission will require additional staffing in order to maintain the quality of the degree program.
4. Attention should be directed toward the special students who feel less satisfied with their program. The next questionnaire must contain more specific efforts to determine reasons.
5. A better relationship with and service from W.V.U. Placement Office must be developed in order to meet the student indicated need.
6. The information in this study and in the supply/demand study shall be integrated into Ed. 300 and Ed. 402.
7. The off-campus course offering cycle have been developed for three years in advance and made available for advisors and students for program planning. As nearly as possible, this practice must be maintained.
8. The center libraries need to be developed at a faster rate, including periodicals as well as books. The new library in the Evansdale Campus should have <u>all</u> education administration references.

APPENDIX A

1979
GRADUATE FOLLOW-UP QUESTIONNAIRE

DEPARTMENT OF EDUCATION ADMINISTRATION
COLLEGE OF HUMAN RESOURCES AND EDUCATION
WEST VIRGINIA UNIVERSITY

1. Name_____
   Last First Middle Initial

2. Home Address:_____

3. What degrees do you hold?

	DEGREE	INSTITUTION	MAJOR	MINOR	DATE AWARDED
a.					
b.					
c.					
d.					
e.					

4. Current Certification: (If none, so indicate on line a.)

	AREA	DATE
a.		
b.		
c.		

5. Current Employment Position:_____

   Employer:_____

   Position:_____

   Address:_____

6. How long have you held this position?_____

7. Next desired position_____

   I would be willing to relocate to accept the position identified in 7.
   yes_____ . no_____.

8. Current Annual Salary

Length of Contract

a. 12 months_____
b. 10 months_____
c. Other _____

Less than 12,000	_____	23-24,999	_____
12,000-14,999	_____	25-26,999	_____
15-16,999	_____	27-28,999	_____
17-18,999	_____	29-30,999	_____
19-20,999	_____	31-32,999	_____
21-22,999	_____	33,000-up	_____

9. Following are a number of itmes which seem to relate to the quality of a graduate program. Please indicate your perception of each as it relates to your program in Education Administration at West Virginia University.

	Not Applicable	Do Not Recall	Very Dissatisfied	Moderately Dissatisfied	Neutral	Moderately Satisfied	Very Satisfied
a. Admission procedures							
b. Admission requirements							
c. Program advisement by Education Ad. Faculty							
d. Quality of courses in Education Ad.							
e. Quality of courses outside Ed. Ad. in Education							
f. Quality of courses outside of Ed.							
g. Quality of faculty in Education Ad.							
h. Quality of faculty outside of Ed. Ad. in Education							
i. Quality of faculty outside Education							
j. Relevance of courses in Ed. Ad.							
k. Availability of faculty in Education Administration							
l. Availability of library resources							
m. Requirements for graduation							
m. Quality of off-campus courses							
o. Availability of off-campus courses							
p. Quality of placement assistance							
q. Dissertation advisement by Education Administration Faculty							
p. Comprehensive examination							

10. To what degree were you satisfied with your programs(s) in Education Administration at West Virginia University?

	MA	Prin. Cert.	Superv. Cert.	Supt. Cert.	CAS	Ed.D.
very dissatisfied						
moderately dissatisfied						
neutral						
moderately satisfied						
very satisfied						

11. List any changes in the program you would like to see based on your program and administrative experience:

a. _____

b. _____

c. _____

d. _____

e. _____

12. List anything relevant to your program you would like to see maintained:

a. _____

b. _____

c. _____

d. _____

e. _____

13. Have you taken any graduate work at another university? Yes___ No___
If yes, how does the quality of your work in EDUCATION ADMINISTRATION at West Virginia University compare to the quality of work at the other institution(s)?

____W.V.U. Ed. Adm. Dept. Superior in all areas
____W.V.U. Ed. Adm. Dept. Superior in most areas
____W.V.U. Ed. Adm. Dept. Superior in some areas
____W.V.U. Ed. Adm. Dept. Same in all areas
____W.V.U. Ed. Adm. Dept. Deficient in some areas
____W.V.U. Ed. Adm. Dept. Deficient in most areas
____W.V.U. Ed. Adm. Dept. Deficient in all areas

14. The following courses were offered by the Education Administration Department: Rate each course that you have taken from a WVU Faculty member.

	CONTENT				INSTRUCTION				
	Not Taken	Poor	Fair	Good	Super-ior	Adv. Avg.	Avg.	Bel Avg.	Infer ior
300 Public Sch. Org. and Admin. (309)									
318 School Business Admin. (340)									
320 Personnel Admin.									
330 Principles of Ed. Leadership									
331 Principles of Supervision (346)									
333 School Law									
351 Administrative Procedures in Adult Education									
352 Professionalism in Extension Service									
353 Community Ed.: Adm. and Org.									
354 Leadership Development for Youth Programs									
388 Research-Evaluation-Assessm't									
389 School-Comm. Relations									
401 Principalship (312)									
402 Superintendency (315)									
403 Ed. Adm. Theory (332)									
404 Economics of Pub. Ed.									
405 Adm. of Ed. Facilities (341)									
406 Pub. Ed. and the Law									
407 Collective Bargaining in Pub. Ed.									
408 Organizational Analysis (480)									
409 Politics of Ed.									
459 Adult and Continuing Ed.									
460 Dev. of Ad. in Am. Higher Ed.									
461 Higher Ed. Adm.									
462 Higher Ed. Law									
463 Higher Ed. Finance									
464 Issues in Higher Ed.									
465 Institutional Research and Planning									
466 The College Student									
467 Higher Ed. Coll. Barg.									
468 Comm. and Jr. Colleges									
470 Prin. Planned Field-Based Experience (350)									
471 Sup. Planned Field-Based Experience (350)									
472 Supt. Planned Field-Based Experience (350)									

15. Please write any comments you would like to make:

Please return to: John Andes, Professor
Education Administration
West Virginia University
606 Allen Hall
Morgantown, WV 26506

W.V.U. EDUCATION ADMINISTRATION

GRADUATE PERFORMANCE RATING GUIDE

This instrument is being used to evaluate the success of graduates of the Department of Education Administration, College of Human Resources and Education, West Virginia University. Please rate the individual who gave you this form by indicating his/her name and by checking the (one) statement which most closely identified his/her on-the-job performance as an administrator.

Rating of _____ Date_____

_____1. I consider the person's performance to be among the very best when compared with others in similar positions.

_____2. I consider the person's performance to be excellent (Top 25%) when compared with others in similar positions.

_____3. I consider the person's performance to be good (Second 25%) when compared with others in similar positions.

_____4. I consider the person's performance to be average (Third 25%) when compared with others in similar positions.

_____5. I consider the person's performance to be weak (Bottom 25%) when compared with others in similar positions.

Please write any comments you would care to make concerning the strong or weak points of this person's performance which could be attributed to our preparation program.

_____
Signature, Immediate Supervisor

Please mail directly to:

John Andes, Professor
606 Allen Hall
West Virginia University
Morgantown, West Virginia 26506

Appendix B

SELECTED SUMMATIVE COMMENTS

I have attended four colleges and/or universities. The two year which I spent as a doctoral student at WVU were the best. The attitude of the Ed. Ad. and C&I faculties was helpful, refreshing and stimulating. The willingness of faculty members to offer guidance, assistance, and encouragement was great.

I would like to see more full-time doctoral students in Ed. Ad. so that the more interaction and sharing of experiences could occur.

Overall I feel the program which you gave me was excellent - and I think that as it has evolved, you have already improved some areas that were a little weak. Keep the standards high for students as well as faculty because the job of any administrator in the academic world today is very demanding and only the best survive.

I was very pleased with the program and the genuine feeling of concern and interest in the individual student by the Ed. Ad. faculty. I have encouraged many others to consider enrolling in the W.V.U. program because of the treatment that I received. The program adequately prepared me to meet many of the challenges that I have faced in my current position. I would hope that the concern and interest in the students will continue to be emphasized by the Ed. Ad. faculty.

I'm just going to take the opportunity to pass along my greetings to you and the other fine people in the Department.

It's a pleasure being able to help you with this survey. I'm sure, you would know, that I hold the highest regard for the Ed. Ad. people and the university. I feel that you people have prepared me to be successful at any level of public school administration, and with time, I no doubt will reach my goal of being a superintendent. My experiences were always positive in all respects and I very frequently make mention of the fine faculty and course offerings that the Ed. Ad. Department has to give.

If I can be of any further help to you, please don't hesitate to contact. Again, Take care.

I was very pleased with my education and experiences with the Ed. Ad. Department at W.V.U.

I consider my program well suited for my current employment responsibilities. Planning, community development, and policy analysis are my major areas of concern. The Ed. D. program has served me well. I consider myself at least as well educated as those with which I work. The program taught me to think for myself. I developed an appreciation for scholarship from my experiences at W.V.U. I most appreciate the faculty with which I had the experiences to work with and the freedom and resulting responsibility I was given to create a program suited to my needs.

After considering two Pennsylvania universities, I chose to enroll at W.V.U. I am satisfied that I made the correct choices for several reasons. WVU (Ed. Ad. Dept.) has an excellent program coupled with a very competent staff. In addition to earning a degree and gaining knowledge, I have some valued friends at W.V.U.

It's a very difficult task for someone employed full-time (in a higher education administration position) at an institution that is 75 miles away from WVU to complete a degree as I did.

There are a number of other individuals at my institution (Allegany Community College) who are interested in the Ed.D. Program but cannot handle the part-time stress and work-load with concurrent employment at our community college.

Solutions? Perhaps more Ed. Ad. courses offered at Pot. State. Also, a proposal to change or eliminate the residency requirement for these part-time students who are full-time employed.

In general, I am satisfied with my doctoral program in education administration at WVU. I hope to now pursue some post-doctoral fellowships and be able to step-up to a deanship position with my degree and experience.

I found the educational administrative department to be outstanding. The courses offered have proved very valuable and practical to meet in fulfilling my duties in the principalship and the superintendency.

The CAS program that I took was relevant to my current job. I was treated fairly and the professors with whom I dealt were gentlemen.

I do hope the higher education program is allowed to grow and can include a greater number of new classes. One suggestion would be to include more electives from the humanities, philosophies and arts/sciences. This would allow the practicing administrator to speak with more authority to members of the university outside of educators.

The present Masters level program which now includes a field experience was the best move the department made. In relation to my own masters program, I needed this type of experience. This is one of the main reasons I enrolled in the CAS program.

The Ed. Ad. staff at WVU was always excellent both in instruction and assistance to me. They always maintained a high level of professionalism and seemed to be legitimately concerned with the progress of each student. I always felt comfortable about approaching any staff member with any question or problem I had concerning the program and I am looking forward to further classes in Ed. Ad.

Generally, I was pleased with the program. I would hope the level of Ed. Ad. graduate classes offered at Shepherd would remain at least the same. There is a <u>desire</u> for <u>summer classes</u> and three hours is a long drive to Morgantown.

I honor the thought that I graduated from WVU. I'll always remember the availabilities of the staff and will do my best to forward WVU's Ed. Ad. Department. Thanks for the chance to say something.

I think the Ed. Ad. program at WVU is excellent. Although I may never become an administrator in practice, the program has helped me improve as a classroom teacher. It has also helped me in my coaching capacity. I would be remiss if I did not mention that the Department is blessed with a very qualified staff which contributes to learning in a very positive manner. Although it requires a lot of effort, I believe the courses that required practical learning experiences were the most beneficial.

The accessability of the Masters program in Education Administration from extension courses enhanced my personal and professional development to a greater degree than crammed summer courses could. The night classes allowed the study of administrative theory that could be applied. To the next days experience on the job.

My Ed. Ad. advisor was helpful becuase he was concise and accurate in the ADVISEMENT OF ACCEPTABLE COURSES AND ELECTIVES FOR THE state and university.

For six weeks last year I was allowed to be a substitute Assistant Principal. This experience proved to me that the graduate program should offer more "everyday" practical examples of Administrator problems so as to prepare the new administrator more adequately. Only Ed. Ad. 330 (Principles of Leadership) offered such experiences.

There should be more difference between the elementary principal's program and the secondary principal's program than the Curriculum Class. (Maybe this has been changed, since I have been at W.V.U.)

Most classes are relevant to our job in title, but need to be expanded upon in content to include the many facets of the day-by-day job.

I was very pleased with the professionalism exhibited by the Ed. Ad. Department at W.V.U. They have been as much help to me since I graduated, as while I was active in the program. I anticipate pursuing further programs after I complete my home.

I would like to see more off-campus courses offered. As noted before, when I was enrolled in some courses I had to teach on a specific night. I was not competent to teach but the professors made us do it. I enrolled to get information, not to give information that I didn't posess.

Program content and instruction has been very good to superior.

The Department has been at all times objective, available and helpful in regard to student needs and educational developments.

In general W.V.U. is by far the finest school I have attended thus far. Other than a few professors who leave much to be desired --- Which we cannot change. WVU ranks to be the best.

I feel we are fortunate to have at WVU an Education Administration staff that is knowledgeable in the field and able to offer the type of experiences necessary to prepare individuals for administrative positions.

My experience has been that the program is healthy and the course content has been flexible enough to meet the demands of a changing educational scene.

Please don't lose the personal touch of the department. I always felt welcomed by any instructor in Ed. Admin. whether I had them as an instructor or not.

The course mentioned in item 11, should be a course strictly dealing with budgeting as it relates to school business affairs. Too often, theory and other related business problems shadows what we face on the firing line.

The program at WVU is adequate. There are some areas that need improved, but over all, the program meets the needs of the participants.

You do not have published in your catalog or material that the college person cannot achieve a superivison certificate after completing the requirements of the program. This should be clearly stated. I received much benefit from the courses but did not achieve any certification. Also, it is not stated that the principal, superintendent, supervisor must apply for the temporary certificate while taking the Planned Field-Based Experience. If you apply at the end of the program, it is too late! Certification requirements should be clearly printed in your material and advisors should tell students of these requirements.

As indicated by my responses, I find no fault with programs completed and/or in process. I would like to emphasize the importance to me of the options that are available at W.V.U. Also, I approached my programs with dedication and was received by all staff members on my merits.

I'm a good administrator, I believe W.V.U. helped me to get to that level.

I was well pleased with the courses I had. I was also well pleased with the instructors that I had. I would like to see in the courses, however, more practical experiences and less busy work. I mean by this more practical problem solving and discussion and less library research that is time consuming and for the most part irrelavent to most Masters Degree candidates.